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ABSTRACT

This paper chronicles a process of structural change in the College of Education at the University of Tennessee in Knoxville. Data for the study were derived from interviews with 40 of the participants, plus archival material collected from the college planning office. The paper summarizes some of the historical context surrounding the change and then follows the process from its inception in the fall of 1990, through the work of the study groups and presentation of the planning document, to implementation of the plan, and finally to a review process in the academic year 1993-1994. The human side of these changes is highlighted by personal accounts of several participants, which document contributions to professional and personal growth; the problems, disappointments, and hard times encountered; and the differing perspectives of the participants. Some of the lessons drawn from the experiences show that restructuring efforts need to be understood within particular historical and cultural contexts; that human needs cannot be discounted; and that change and reform are difficult within the university structure. Appendixes include a copy of the proposed implementation procedures; a schematic diagram showing the transition of departments into units; an organization chart for the proposed "new" college of education; and a brief description of the methodology. (Contains 24 references.) (CH)

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CROSSING BOUNDARIES, CREATING COMMUNITY, REORGANIZING A COLLEGE OF EDUCATION

by
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To live in a quantum world, to weave here and there with ease and grace, we will need to change what we do. We will need to stop describing tasks and instead facilitate process. We will need to become savvy about how to build relationships, how to nurture growing, evolving things. All of us will need better skills in listening, communicating, and facilitating groups, because these are the talents that build strong relationships. (Wheatley, 1994, p. 38)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ABSTRACT

The purpose of this paper is to chronicle broadly the first three years of restructuring in The College of Education, The University of Tennessee, Knoxville. In the fall of 1990, this College began to examine the culture and structures in which members worked and to envision what a "new" College might look like. The five principles that guided the restructuring efforts were (a) excellence in scholarship; (b) a leadership role in education; (c) a commitment to social justice; (d) innovative instructional excellence; and (e) collaborative partnerships among faculty, students, and practitioners.

The data informing this paper include interviews with 40 participants in the restructuring process, and archival data collected from the new college planning office. Data revealed the human stories that enrich any process of change and offer some insights into what was important to those participating in change.

INTRODUCTION

Faculty, administration, staff, and students of the College of Education at The University of Tennessee, Knoxville, began a process of reform in the fall of 1990. Their purpose was to invent something new, a College different from historical conceptions of university structures. Members of the College set about exploring what Maxine Greene (1996) refers to as the space between the predictable, the known, and what will be in the future; the space where there is no fixity, allowing people to arouse their artistic natures so as to create the new, to dream, to invent, to see in multiple realities, to ask questions that will bring about real change. Higher education is the last place one usually looks for representations of complex human interactions, of courage that goes beyond the bounds of the moment, of intellectual and moral stretching, and of glimpses into the best qualities of the human condition. All these representations were evident in the first three years of restructuring in this College of Education--as were illuminating examples of university structures and systems that box-in the creative spirit. Also evident were examples of acts directed toward colleagues of a nature that eventually negate the desire to dream and think anew.

Operating within a structure and mind-set that had been in place since the early 1960s, members of the College came to see that they had left programs, procedures, thinking patterns, and traditional operational strategies unexamined. As members of the College began to examine all aspects of their environment, it became clear that the life blood of the endeavor was in the hopes and dreams of the participants, not in the structure that was, or is now. Though this effort was termed "restructuring," the numerous uses of the words "restructuring" and "reform" have rendered them somewhat meaningless. They sound dead, with no vibrancy, no sense of the human story that accompanies any change effort. The life blood of the effort described here was in the expressions of ideas; frustrations; the surges and halting passages; the values that guided each person and that sometimes crashed against another set of values; the keeping on when things became incredibly difficult; the moment by moment, day after day commitment to creating something new. The purpose of this paper, therefore, is not only to provide a beginning account

of structural changes that took place in this College, but also to provide glimpses into the human stories that charged the new structures.

CONTEXTUAL CONSIDERATIONS

Higher education is redefining its role as it adapts to societal changes. No longer able to rest on comfortable assumptions about their mission, higher education faculty and administrators are being challenged to become intimately involved in solving society's problems. Higher education personnel can no longer move at a pace resembling "a runaway glacier" but must create new and forward thinking visions. They must break down walls between disciplines and encourage students to address and solve real world problems in substantial ways. Faculty can no longer remain aloof to the problems universities are facing but must begin to give something back in terms of time and creative energies (Hackney, 1994; Greiner, 1994; Policy Perspectives, 1993).

The past few years saw unprecedented attention given to the reform of teacher education programs (Tom, 1991), but very few colleges are examining how the reform of preservice education should be viewed in the context of reform on a college-wide level. Sarason (1993) and others call for complete redesigns of colleges of education and teacher preparatory programs. Faced with unprecedented numbers of retirees, shrinking budgets, the calls for smaller and more efficient units/departments, the demise of many colleges on university campuses, and the public's disenchantment with schooling in America (Wisniewski, 1990; Cross, 1991; Elfin, 1992), a few colleges are beginning to think about the meaning of restructuring.

The need to examine current structures becomes more evident when one realizes that the historical norms and relative constants of academic structures were in existence as early as the 12th century (Casper, 1995, p. 3). Understanding structures that forged university life, and the patterns of isolation and specialization that dictate scholarly work, is critical to any serious reform. These structures include "the division of academic work into departments, headed by a chair and responsible to a dean; the standardization of course requirements and grading policies; the division of undergraduate work into 'majors,' minors,' and electives; and the institution of the Ph.D.

degree and the doctoral dissertation" (Damrosch, 1995, p. 24). These established structures have been evident at the University of Tennessee, Knoxville for some time.

Early Emphasis on Teacher Education in the College

Teacher education at the University of Tennessee, Knoxville began in the last decade of the nineteenth century though the first Education Department did not come into existence until 1903 under the direction of Philander Priestly Claxton (1862-1957). The Education Department became an independent College twenty-three years later. A highlight of Claxton's tenure was his organization of the "Summer School of the South," which became a leading teacher training initiative, attracting thousands of students during its existence. Nicholas Murray Butler, Booker T. Washington, and John Dewey were among the guest lecturers at the "Summer School of the South" (Volunteer Moments, 1974-1994). It is important to recognize this early emphasis on teacher education in the history of the College as contemporary members began the process of reform.

Contemporary History of the College

Before the hiring of the present Dean in the fall of 1983, the College of Education had experienced a series of difficulties. Traditionally, the seat of power had been with departments where department heads often had more power than deans on campus. Deans had relatively little or no control over budgets, for example.[1] Little opportunity for revitalization initiatives existed in the Dean's office. An informant reported that early in 1983, the Chancellor hosted a meeting with the former Education Dean, department heads and committee chairs during which he asked: "What would you like this College of Education to be known for in the next decade? What will make you different?" This informant continued:

[1] All data for this paper were gathered during the summer months of 1994 and include 40 interviews with faculty, students, staff, and higher education personnel as well as archival data from the files of the New College Planning Office.

> It was agreed that we would present him with an outline of how the College of Education would be a distinguished program. The Dean at that time saw it as his responsibility and did not involve the faculty in any formal way. He sent a statement of goals to the chancellor that was not well received. The chancellor was the first to stand up and say -- "This is business as usual. This is not what I asked for." The faculty did not see the document as representing them.

The chancellor appointed a faculty group whose members drafted a document containing a fairly strong statement of what the College ought to be doing. This document was accepted by the Chancellor. Task forces were organized to act on the document and to submit detailed reports to the Chancellor. It was also during this time period in early 1983 that the Education Dean retired and a search for a new Dean was initiated. Several informants indicated that higher administration personnel had been unhappy with the College for some time. One informant's position was this:

> I think a number of faculty did not and still do not realize the real trouble we were in at that time because of lack of leadership. The College was on the edge of either being omitted or subsumed within other structures. I don't think faculty realize how significant the hire was from the perspective of the chancellor and others in higher administration. The Chancellor's team pursued the current Dean. They went to national meetings and heard him speak. The search committee acted as most search committees do and he was a clear consensus of the committee. Rumors began at that time, however, that he was being imposed on a reluctant faculty. The chancellor and others in higher administration wanted real change and that was the mandate presented to the new Dean.

When the new Dean arrived, he asked the faculty to take the completed task force reports and extract a set of propositions from them. The Dean organized a full retreat during which all tenure line and professional staff participated in small group discussions around these propositions, ending with a vote on each. Forty of the propositions were adopted, two were tabled. One of the propositions created an Institute for Teacher Education; another provided for a semester-long student teaching experience in spite of the fact that the university was, at that time, operating on a quarter system, thus pointing to the future establishment of a fifth year program in teacher education.

After the retreat, the Dean and Task Force leaders created a calendar of activities for the purpose of acting on the propositions. One informant stated that the majority of faculty voted in favor of the propositions but did not believe that they would actually come to fruition. They

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believed that they were participating in business as usual. Many said "I voted for that in concept only. I did not expect it to happen." Some faculty became unhappy when the propositions were acted on to make them a reality:

> The new Dean made demands that faculty were unaccustomed to. From the beginning, scholarship was a high priority and there were many faculty who thought they could serve out their careers without doing any research and writing. He put them on the spot. No one lost their job but he let it be known that those who did not do scholarship were second class citizens and this created resentment.

Animosity occurred when the propositions were acted on to make them a reality and when the Dean pushed for renewed vigor in scholarship activities. However, the implementation of propositions represented a period of renewed vigor. Faculty efforts during the first six years of the Dean's tenure were, in large part, devoted to full implementation of the propositions and to the development of the fifth year teacher preparation program. The seeds of change had been sown, an opening of the space needed for more innovative thinking was created.

The College to which the new Dean came was large and, in some ways, unwieldly. The Curriculum and Instruction Department, for example, was made up of approximately 45 tenured faculty who operated in fundamentally traditional ways; that is, disconnected courses, isolated teaching, and programs that were designed for another era. Most agreed that faculty in Curriculum and Instruction needed to rethink what they were doing, but that reform would be most effective in a reconceptualization of the College as a whole rather than in one department. As one faculty member put it, "We needed to shake life into the College." Continuing change, therefore, came to mean complete restructuring and curricula reform.

Higher Administration

No permanent higher administration was in place during the initiation stages of restructuring. An acting chancellor, acting vice chancellor, president in transition, and empty administration offices were the norm during much of the process. Faculty believed that a distinct lack of interest from the top got in the way of reform because needed services were not provided.

Faculty thought that a direct conduit between higher administration and the College from the beginning of the process would have provided more open communication and thus negated some conflicts that arose, as well as provided a means for highlighting the progress that did occur.

STRUCTURAL CHANGE

During the early fall faculty meeting of 1990, the Dean of the College of Education at The University of Tennessee announced that the College would completely restructure itself and draw a reform blueprint for colleges of education of the future. With this announcement, faculty, staff, and students began a conversation and renewal effort that continues to date. A lengthy period of thinking on the part of the Dean and key faculty about how the College could reorganize to become more innovative had preceded the announcement. The Dean believed that Churchill's statement "We invent our institutions and then they mold us" aptly described current university structures and that there was a need to seriously alter the organization of institutions if

> we are serious about wanting institutions to be more flexible or responsive. We expect that all we have to do is work on individuals and they will change institutions. It does not work that way. Individuals are most likely going to be ground up by their institutions. You will always have a cluster of innovative individuals, those working on the fringes, but the institution acts like a steamroller for most of us.

The Dean had also explored funding possibilities before he announced the restructuring. Working with a university Vice President whose job was to cultivate funding sources, he visited several foundations in the hope of finding one willing to invest in the development of a new College of Education.

The months following the announcement were devoted to continued search for funding and beginning conversations among members of the Faculty Council. On November 7, 1990, the Council sponsored an open forum for the purpose of soliciting reactions from the faculty regarding the restructuring announcement. Approximately 50 people attended. An informal faculty endorsement was received for the "idea" of restructuring. Expressed concerns related to the fear that there would be no support from central administration, worry about the degree to which the

College could shape its own future in a bureaucratic setting, and the cost involved. The Council appointed an ad hoc committee to develop strategies for beginning the process of restructuring, should funding be granted.

During the spring of 1991, the Dean and the Vice Chancellor for Assessment worked with the Philip Morris Agency to secure funding, resulting in a letter dated July 15, 1991 from Philip Morris to the President of The University of Tennessee announcing a grant of $500,000: $200,000 was to be used to fund years one and two, and $100,000 to fund year three. This announcement was followed by a bevy of activity from the Dean's office including letters to prominent educators nation-wide requesting their assistance and inquiring as to whether they would be willing to serve on a National Advisory Board. The announcement generated several news articles and requests for interviews from local news programs. One news report was particularly telling in suggesting a future area of conflict. The lead statement in a news article in The Knoxville News-Sentinel in September, 1991 announced: "UT to Revamp Teacher Training". The College consisted of seven departments at that time, some unconnected to teacher preparation (See Appendix 3). Immediately following this announcement, the faculty of one department penned a letter to the Dean arguing for an inclusive college: "We adopt the position that the educational enterprise can best be conceptualized as existing both within and outside K-12 public schools". The Dean replied:

> One of the concerns frequently voiced is that the heavy emphasis on teacher preparation makes it sound as if our planning will not take into account all of our other programs. On the contrary, the planning process gives us all an opportunity to examine where our respective professions are heading, to garner advice from persons locally and nationally, then to work on ideas on how we can better serve our clientele. My mind is certainly not closed on which programs "fit" or "do not fit" the "new" college. (November 1, 1991)

Other immediate activity included increased activities generated by the Faculty Council including the request that faculty submit their most creative and innovative ideas as to how the College could restructure itself, encouraging faculty to diverge, to explore "novel extrapolations, and a broader range of possibilities" (Gibboney, 1994). Small groups of faculty met with the Dean to discuss strategic planning during bi-weekly breakfast meetings.

The Dean's correspondence with national educational leaders reveal some of the early thinking about the restructuring process:

> I am excited by the prospect of the College of Education being one of the very first in the nation to challenge its assumptions and to design a future quite different from the present. Much of what we currently do will inevitably be part of the new college that is proposed. We will also find some programs that need to have a sunset date. Most importantly, we will invent programs and services that are, for once, a part of the reform of schools in contrast to our merely observing and catching-up with new developments. (October 3, 1991)

> The odds against fundamental change are formidable. Nonetheless, I intend to do everything I can to put absolutely every issue on the table: our missions, our programs, the nature of our faculty and staffing, equity issues, the clientele we serve, how we work with the field, and all of our services will be part of the review. (October 3, 1991)

> I suppose that some feel that talking about 'what could be' is tantamount to expressing negative views about what we are doing. I do not have that feeling. We have many things about which we should be proud and that we should continue into the future. At the same time, I cannot imagine anything about our organization, programs or services that cannot be more closely attuned to what is happening in society, the schools or the other professions we serve. I hope many of our colleagues are as intrigued as I am by 'what could be.' We need to study what we ought to be doing in light of social and educational changes. As we focus on 'what could be' and consider what both friends and critics tell us, we can put our current efforts into perspective. Let's see what passes muster, what needs refining, what is no longer relevant, and what are some alternatives to our practices. (November 4, 1991)

The Beginning

The September 4, 1991 college-wide meeting witnessed the formal announcement of the Philip Morris grant to the body of the College and invited guests, including representatives from Philip Morris. Following this college-wide meeting, the Faculty Council distributed a memo inviting faculty participation in study groups, a recommendation put forward by the ad hoc Faculty Council Committee for Strategic Planning. As these study groups were being formulated, the Dean sent a letter to members of the College Executive Committee stating that:

> In terms of your own individual participation, what you see as an appropriate role may well be different for each individual. One view is that all study groups should be chaired by faculty, with neither department heads or associate deans serving on them.. The other view is that you may wish to be active in one or more study groups because you have important things to contribute.

As it played itself out, department heads generally were quite active in study groups, though not chairing any of them. Associate deans, however, stayed out of the process in any formal way until the implementation stage.

An October 2, 1991 memo to the faculty from the Faculty Council Strategic Planning Committee reported that 81 individuals had volunteered to serve on various study groups. It was announced that the initial organization meetings of these groups would occur simultaneously on October 16, that a member of the Faculty Council Strategic Planning Committee would attend each meeting, and that procedures for electing permanent chairs would be established. Following this meeting, several letters crossed paths as faculty positioned themselves in their particular study group and made their feelings known to each other or to the Dean. One letter written to the Dean expressed discouragement over the "fear and paranoia" he saw in some faculty members regarding a "hidden agenda." A letter from another faculty member to his study group argued that the new college could not be all things to all people and that UT should concentrate on shaping teacher education. I highlight these two letters because they express two of the sources of conflict throughout the process: that the Dean had a plan that he would impose on faculty and that teacher education was to be valued over other initiatives in the College.

The Work of Study Groups

By October 30, 1991 permanent chairs for study groups were announced with the stipulation that chairs would receive release time for tasks ahead. Study groups had been collapsed into four groups: Innovative Delivery Systems; Innovative Forms of Organization; Missions; and Ethical and Social Dimensions of Educational Innovation. These study groups met for the remainder of the 1991-1992 academic year developing a vision for the College related to particular emphases of each group.

Of those interviewed for this study, no one spoke negatively about the work of the study groups. Nor was there evidence of resistance or disgruntlement in the archival data during this period. Occasionally, those who were opposed to the restructuring process spoke against the idea,

or were critical of the Dean, but not against the work of the study groups. Just the opposite seemed to be true. It was the time that seemed to be the most positive of the process. Faculty and students enjoyed the opportunity to generate dialogue with newly found colleagues. They enjoyed the intellectual stimulation and the opportunity to dust off cobwebs and think creatively. One person's expressions reflect the feelings of most in relation to their work in study groups:

> The opportunity to get to know outstanding people in this College whom I never knew before has contributed immeasurably to my personal and professional growth. It has helped me to be more flexible and become less fearful of challenges, to enjoy the creative process more.

It is somewhat difficult to capture the life and culture of a study group after a year of work and interactions. These few remembrances from one study group chair offers a glimpse into the inner-life of one group, however:

> The membership of my study group included representatives from every department, two department heads, a business person, public school teachers, and university students. In the beginning we had an open agenda so ideas could be freely explored. As we began to explore ideas in some depth, I suggested that position papers be written and later discussions centered around those papers. We were then able to plan more formally for the meetings. A great deal of humor and laughter permeated our meetings. We enjoyed each other as we dealt with important ideas. Members of the group seemed to feel free to express ideas. Working with this study group was one of the highlights of my professional career.
>
> We ended with a summative plan reflecting all of the emerging ideas throughout the year that we presented to the newly formed steering committee.

The Planning Document

At the end of the 1991-1992 academic year, study groups presented their consolidated ideas to the newly formed steering committee. The composition of the steering committee included the chairs of the four study groups, the coordinator of the New College Planning Office, and the College representative to the University Faculty Senate. Members of the steering committee were given release time throughout the summer of 1992 to write the planning document. Their task was to take the plans from the four study groups and create a planning document that would guide the formation of the "new" college. The planning document came to be titled "Planning a New Future:

The College of Education, The University of Tennessee, Knoxville." One person expressed the work of the steering committee in this way:

> It was one of the most energizing experiences I have ever had and one of the most frustrating. It was energizing because of the make-up of the committee -- good minds and creative thinkers. It was wonderful to see what could happen when people were given the opportunity to create something new. The frustrating part was that I felt as if I were going through my doctoral exams all over again. I recall coming to the group with something that this time would be O.K. Boy, was I wrong. We wouldn't get through the first paragraph and we would be tearing it apart. We met twice a week for a full day all summer, so we had two days to revise our piece of the emerging document between meetings and get it back to the group. It was a labor intensive summer.

The experiences of steering group members were similar to what Wheatley (1992) describes as happening in all organizations. Even if a plan presented to a group is excellent, a long period will ensue in which the plan will be dissected, criticized, thrown out, brought back, and finally, almost always, approved. Wheatley argues that this is critical to the process of understanding, that it is the way ideas and energy and possibilities are brought forward and made real . . . that it is the participation in the dialogue that generates commitment (p. 81).

Once steering committee members completed their work on the planning document, they participated in a weekend retreat with department heads, the Chancellor, and the Dean for the purpose of refining the planning document.. Shortly thereafter, the College hosted a national symposium during which time the planning document was presented to the National Advisory Board, other national educational leaders and to the College body for comments and suggestions. The Faculty Council then sponsored a series of open forums for faculty and students culminating with further revisions of the document. Several subsequent Faculty Council meetings were devoted to final voting on each section of the planning document. Once the document was fully approved, discussions relating to new units became more formalized and proposals for various units were sent forward.

New Unit Formation

The focus for the 1992-1993 academic year, then, became new unit formation as called for in the planning document. Units were to take the place of former departments and were to be smaller, more flexible, and less formal. The work of the new units centered on scholarship,* academic program renewal, and work with students. The planning document provided guidelines for the formation of new units (See Appendix 1) and included a Statement of Purpose; Goals; Participants; How the Unit Would Contribute to the Mission of the College; and Principles of Association. It is important to point out, however, that the topic of units had informed conversations some time before the formalized process was approved. Groups of faculty had been about discussing possible unit formations and exploring where they might fit best. Before a unit submitted a formalized proposal, therefore, months of discussion had ensued. The planning document expressed the position of the College regarding this free discussion and exploration:

> Thus far in the planning process, considerable collaboration and conversation among faculty has occurred. This must continue. An environment will exist in the College that supports open dialogue about new units and interdisciplinary teams. There should be no impediments to free and open discussions. No person needs to be granted permission to talk with anyone. (Planning a new future: The College of Education, The University of Tennessee, Knoxville, 1993, p. 47)

An informant stated that she frequently met with faculty groups who were discussing unit possibilities. She was interested in inclusionary practices for early childhood educators, and over time, she gravitated to other early childhood educators. As early childhood educators began to talk together, they formed a small unit for the purpose of working with a core of interns interested in early childhood education. This unit came to consist of two early childhood special education faculty, two early childhood educators, a philosopher, and a leader in gifted education. The tough part of the work of this unit occurred during the year when faculty were teaching and mentoring existing students through established programs while at the same time beginning their work with a core of thirty interns, developing a new way of teaching and working together. Their goal was to be a self-contained unit, to work with a group of students from their entry into the program until they completed the program. This informant commented that the most difficult part was trying to

keep from burning out while maintaining full commitment to developing a completely new approach to teacher preparation.

By the end of the first three years of planning, eleven new units had formed and been approved (See Appendices 2 & 3). In keeping with the flexible nature of the planning document, however, the membership and work of various units may change in the future: "The planning document is meant to be a guide to College planning and may need modification and refinement as the planning process continues" (Planning a new future: The College of Education, The University of Tennessee, Knoxville, p. 50).

Some of the new units were described by informants as a rehash of old departments, while others were described as having the possibility of real innovation. Follow-up research is needed to determine what happened as units began the real work of curricular changes. Unit formation resulted in some program areas being split among various units, a concept approved of in the spirit of the planning document, but a source of unhappiness for some. It was clear, however, that the spirit of boundary crossing was very much alive in the formation of units. It was the end to "elementary education", "secondary education", "special education" and other traditional ways of grouping faculty and students. New units included faculty, students, staff, administrators, representatives from other colleges, and community representatives. Faculty were encouraged to belong to a primary unit and also to a secondary unit. Informants agreed that a major future challenge would be maintaining flowing dialogue among units and faculty so as to keep the "new" units from becoming "old" departments. Leadership in the units was to be rotated among faculty and was to relate only to academic and program matters. All administrative work was to be handled by a unit administrative assistant and a centralized business office as set out in the planning document. Before restructuring, each department had from one to three full-time secretaries and some departments had a full-time bookkeeper as well as part-time assistants. In addition, faculty were housed in suites consisting of three to five faculty and one full-time secretary. Current budgetary streamlining would no longer support these numbers.

Review of Unit Proposals by The Implementation Team

The third year of planning centered on the review of unit proposals by the implementation team. Provisions for the implementation team were provided for in the planning document. Members were selected by the Dean and the project director from among faculty representing several departments. With the exception of one person, none of the members of the implementation team had served on the steering committee. The implementation team reviewed each unit proposal and offered suggestions for revisions. Each unit proposal was sent back to the unit at least one time for revision. Once the implementation team approved the proposal, it was forwarded to the Faculty Council with a letter recommending that the new unit be approved. The Faculty Council sent its recommendations to the Dean, who forwarded his recommendations to the University Chancellor. It was during this process that some members of two former departments chose to leave the College of Education and make their home in another college on campus. Those choosing to leave had opposed restructuring, had personal conflicts with the Dean or other faculty leadership, or felt that their programs had been slighted by the College.

Again, work on the implementation team was labor intensive as each proposal was considered and sent back to units for revisions. One member of the implementation team commented that it was a pleasant task, saying that members did not always agree but that the committee worked together well. He further said:

> I think it was a fair process. I'm glad I was on it because it gave me a chance to interact with other faculty, to come to know the faculty in a broader context and to feel a personal investment, to reinforce an intuitive feeling of "I like this process".

The work of the implementation team took most of the academic year 1993-1994. Unit members were actively busy in activities other than writing proposals. Members were forming and reforming, thinking about new curricula designs, talking about how to teach in ways reflecting interdisciplinary work, and getting to know one another.

A New Governance Structure

The planning document also called for a formation of a new governance structure. The faculty were just beginning to articulate a loosely structured governance document at the time I was on campus during the summer of 1994. The vision for the new governance structure provided for a flatter organization with more equalized power and full participation of faculty, students, and staff. The spirit of the planning document had provided for power to be redistributed with the work of the units the top priority and all other agencies supporting the unit work (See Appendix 3). The new governance structure was titled the "College Coalition" and at the time I left campus, specifics were being developed, though one interesting commitment was representational voting privileges on each committee and the core governance group. Staff, undergraduate students, graduate students, and one member of each unit were to be represented by one vote on each committee.

Preliminary Thoughts

Each step in the three-year planning process deserves a fully developed description, not possible in this paper. It is hoped that this brief outline of the events in the planning process will provide some context for what comes next, an examination of the themes emerging from the interviews. Before moving on to what I consider the heart of this paper, I offer these few observations.

1. From the beginning formation of the ad hoc committee charged to consider ways to begin restructuring, to the formation of the implementation team, flexibility existed as facilitating groups formed and reformed to meet the needs of the moment. Facilitating groups emerged and disappeared as new tasks emerged and were completed. Groups and committees were made up of differing populations of faculty, staff, and students, though two or three persons served on each committee or team for the purpose of providing continuity. Therefore, when one considers ad hoc committees, study groups, the steering committee, the unit groups, the implementation teams, and

those working on the new College Coalition, there were multiple opportunities for large numbers of faculty to be involved.

2. It became obvious that a large majority of the members of the College were uncomfortable with the thought of not having a home to which to belong. With the disbanding of departments, the faculty immediately focused on the formation of a new home which in this case took the form of units. Participants seemed to need this stability before getting on with the real work of reform, curricula, new forms of instruction, new ways to interact. The new planning document articulated five principles that emerged from the work of the study groups. They were (1) Excellence in scholarship; (2) A leadership role in education; (3) A commitment to social justice; (4) Innovative instructional excellence; and (5) Collaborative partnerships among faculty, students, and practitioners. After the formal acceptance of the planning document, however, work centered on structural reformation related to finding a home. Often, this took the form of like-minded people who enjoyed working together, rather than on program or instructional areas. This may have been a positive outcome, however, since it facilitated the evolvement of units made up of several former departments, program areas, and disciplines. The cultural studies unit, for example, now houses faculty and students from social foundations of education, sports studies, curriculum studies and a variety of other scholarly interests. In other words, when the faculty perceived that they could choose the people with whom they wished to work, they were drawn to people who stimulated their intellectual growth rather than to established programs. The down-side was that some may have chosen a unit solely on the basis that they liked the people rather than being drawn to scholarly pursuits.

3. The seeds of conflict impacting the restructuring process had been sown in previous years. These included (a) the debate as to whether the College should be an inclusive one or one devoted entirely to teacher education, the roots of which can be found in the first retreat shortly after the new Dean's arrival on campus, as well as in the historical roots of the College; (b) the old animosities also relating to the Dean's arrival in 1983 and his immediate push for higher levels of

scholarship; and (c) the fact that some faculty did not perceive that the College needed to change or to restructure.

THE EXPERIENCES OF PARTICIPANTS

Particularly interesting to me are the differing modes of entry into the restructuring process chosen by participants in this study, representing individual personalities and philosophies. Categories included:

1. Those who were supportive throughout the process but were on the fringes of the effort. Most often they were in administrative positions and lent their support via services rendered by their office.
2. Those who became involved when the Dean asked them to chair a study group, or some other committee.
3. Those who were captured by the idea from the beginning and worked throughout the change process to facilitate the effort.
4. Those who were supportive through part of the process and then ceased active involvement due to some personal or philosophical conflict.
5. Some were opposed to the notion of restructuring from the beginning and actively worked against those who were supporting the efforts.
6. Several made the choice to be involved because they did not want something imposed on them in which they had no input.
7. Another group might be described as passively involved -- they came to some meetings, had some discussions, but adopted a "wait and see" attitude.
8. Finally, there was a small group of people who ignored the process in the beginning and through some incident or life change became active supporters of the restructuring effort.

Brief stories of involvement illustrate several of the above mentioned entry points.

Story 1: I was fully involved in the beginning and then became distanced for what I felt was personal and professional survival. I wanted to concentrate again on my own research and work with students and to remove myself from contentious faculty members.

Story 2: When the Dean and I first talked about restructuring, I was caught up in the vision and excited. I love my work and was saddened by the approach that was eventually taken. I became much concerned with people's minds, attitudes, feelings and so became resistant to the process -- not because of the change, but because of the resentment, passivity, loneliness, and feelings of alienation on the part of some colleagues. Numbers of us had unending conversations and worked hard to figure out how to make it all happen within our own part of the process, talking with others about what was best for the college, continuing to do our work in responsible ways, spending untold hours with students, giving up a significant part of our life trying to figure it all out, but we were not recognized. It was the formalized committee members who publicly supported the reform process who were acknowledged.

Story 3: There were faculty who wanted to put in their time and be left alone, not involved negatively or positively in restructuring. This "neutral" position allowed one or two people to drive the process for an entire department, sometimes with critical results. In one particular group where one or two were allowed to set a negative tone for the department there was resistance to any of the positive aspects of restructuring. Some faculty left this department early because they did not want to work in a negative environment and felt that students were being hurt. Several lost respect for their colleagues. The negativism in this one department caused one program area to split due to differing responses to the negative climate. Some felt they ought to hang on to keep connections strong for students, others felt that they could no longer be associated with the department due to what they considered unethical actions on the part of their colleagues. One person expressed his reaction to the program area split in this way:

> I argued strongly that our program area should stay together. That did not happen and that's been the hardest part for me. I don't like the fact that we are in different units. What

> I do like is that we care about our students and are taking care of them. We serve on doctoral committees together successfully. But personally, it has been a loss for me, and not as enjoyable as when I first came.

Story 4: I was not involved at all during the first year of restructuring. I was writing all of the time and concentrating on my classes. My initial reaction was that the idea was a pipe dream and that we would not be able to effect any change. When I got notices of meetings, I threw them in the waste basket.

I was thrown into the fray the very beginning of the second year when I was elected to the Faculty Council, a surprise to me. Prior to our first meeting that year, I was jogging on the track when another Council member informed me that someone would make a motion to scuttle the efforts to restructure at the first Council meeting. He wanted to know what position I would take. I came back to the office and started thinking about all of those things that had come across my desk the previous year. My background is in philosophy and I thought that those who wanted to scuttle the effort wanted to prevent plebiscite, a full faculty vote on the planning document.

When the motion was made to halt reform, I stated that it looked to me as if the process had been democratic. I said:

> "What you are saying is that for one year, while I have not participated one iota, others have worked very hard and done a lot of good things and you want to scuttle all of that hard work here in the Faculty Council. For the rest of us who have done nothing, to think that we can throw it open for a vote here just won't wash. We have a wonderful opportunity here. We have been told by higher administration that we can reconfigure this College in any way we see fit. It is an incredible opportunity and you want to walk away from it."

So I spoke out against the vote and I think I was pegged at that moment as being in the Dean's back pocket, but that's O.K. I have grown to like the Dean a lot. I think he is a terrific guy. I was very involved from that moment on. I went from being a non-player to being a major player who was very much committed and involved.

Story 5: One story describing the entry point into the process involved an entire department whose members were happy with what they were doing, felt they had excellent programs, had renewed their program areas from within.

> We got along very well in our department and we were concerned about breaking up tradition from that aspect. We did not want to enter the fray of controversy that we heard existed in other areas. We began to have conversations around evening pizza parties and our first conversations centered on how we could stay together. We were deciding how we could show that we already do all of the things that had been mentioned and that we did not need to move or change. We could not figure out how to think about the unknown. Then, one particular night a faculty member asked. "Some of you have been here 20 years. Most of us have been here 10. How many of you have ever worked with others?' This question was a turning point. It took us aback. That's the point when we really began to examine where we were, what we were doing and where our interests were.

Story 6: I have had feelings of enthusiasm and high expectations since the process began. These feelings have not diminished in any way. I consider this the most rewarding experience that one can have in professional life. It is a special privilege to work with a visionary and a leader in higher education and to work with colleagues who stimulate my intellectual growth.

Contributions to Professional/Personal Growth

When participants spoke of the process in relation to their own professional growth, they often referred to new opportunities to learn about the structure of the university and how to make change happen within the current structure. As participants became more aware of the structure in which they worked, they came to see that their destiny was in their hands, that they could contribute to what would be if they trusted in the process. Those who chose to be involved spoke of the renewed excitement in their profession and the opportunities to energize their own work. One informant supported Wilshire's (1990) position that "as directly lived, the world is not experienced as divided into boxes, but as one vast, supremely great whole" (p. xix):

> We have been encouraged to pull from and learn from without the box. This process has given us permission to spread our wings, to get help from other colleges on campus, nation-wide, and internationally.

Expressions of personal pleasures and satisfying moments centered on times when members of the College were at the height of communication and community building. Such instances occurred in a faculty retreat, in the forming of new units, in study groups, and in celebrations. Frequent comments such as "It has been energizing to meet and talk with new people", and "I have reborn faith that collegial relationships and shared decision making are possible", are supportive of the energy that came from interactive sessions. Others stated that their moment of greatest satisfaction related to the opportunity to do something "different", and when a long period of work on the restructuring effort ended in success. "I enjoyed the experience of writing the planning document because we really did believe that we were doing something that would make a difference in the College", stated one faculty member. Communication among faculty is critical to the work of reform. There is no substitute for human relationship and presence, for listening, for sharing silence and wonderment, and for caring: "We cannot communicate if we insist on fixities and certainties. We have to allow for a sometimes unimaginable diversity among the narratives of those we address" (Greene, 1991, p. 547).

Problems, Disappointment, and Hard Times

Many faculty were concerned about what they defined as not enough attention to basic human needs. One participant said, "When you are talking about change, it brings a tremendous amount of anxiety and I felt we never dealt with that." Others believed that more could have been done to ensure that non-participants became active in the process. Students were a concern of several faculty who felt that many students were confused and did not understand how changes were going to affect them. Some units did better than others involving students from the beginning of the process by including them in all planning discussions, incorporating their ideas, and keeping them informed in formal and informal ways.

My personal assessment is that some parts of the process did cause pain. There was evidence of that in the transcripts. Much of the pain related to what might be described as "nastiness" on the part of one colleague to another. Sometimes the pain centered on the newly

evolving structures that precipitated an identity crisis for some. When departments were disbanded, for example, some department heads were totally engaged in the new unit structures and liked the idea that they would no longer have to deal with old departmental duties. Others, on the other hand, found great satisfaction in their positions as department heads and found it difficult to give it up. There were no built-in mechanisms for dealing with these transitions.

Certain central university policies and strategies hindered the process and caused concerns and problems for participants. The personnel department did not support decisions that involved promotion of staff, for example. The graduate office delayed the process of printing new curriculum related to programs and courses. There seemed to be no help with the negotiation of space and relocation at critical junctures, causing a new source of animosity among new unit members, the Dean, and other faculty. A major decision by central administration coming at a most difficult time in the negotiation stages of reform mandated that the College would lose half of its facility to computer science. This decision contributed to anxiety and diminished the focus on substantive issues. "It was most upsetting to us and added ammunition to the disgruntled fold. We also lost half of another building that we had counted on."

Finally, the most frequently cited problem was animosity among colleagues. Instances of this are represented by the following comments:

> The hard parts were the moments of animosity with our colleagues. I received a scathing personal letter from someone I had always considered to be a friend.
>
> The most difficult part has been the negative and distrustful people, those unwilling to look or explore ideas. They did not come to meetings or become engaged in the process but tried to sabotage the process in the end.
>
> I felt real irritation toward the faculty who were not involved and attempted to place roadblocks at the last minute. They would show up at the last minute and argue over every sentence and paragraph.
>
> I was privy to conversations during this process I would just as soon never have heard that related to personal conflicts that had nothing to do with the future.

Differing Perspectives

Human complexity is reflected in various perceptions and perspectives related to the same event or concept. Perceptions of **time,** for example, influenced the way participants thought about conflict, reform, and relationships. The following quotations illustrate this notion:

> I think that if we could have moved more quickly we would have had less internal conflict.
>
> Things moved forward very rapidly. Attending to new college takes a lot of time and energy and faculty found it difficult to tend to their normal duties.
>
> I would have liked us to move much more slowly and taken a slow deliberate look at the needs of Tennessee, at the College and the University.
>
> We needed more time to make room for things to happen naturally.
>
> It has taken an enormous amount of time to work through procedural things. I've never found ways to speed things up. The time factor was very frustrating.

Differing perceptions regarding the partial **loss** of two traditional departments to another college are reflected in the following two positions: (a) "Those who chose to leave the College had been unhappy for a decade so I think it is healthy that they will have an opportunity to try something different and that the naysayers are pretty much gone now. I, for one, was glad to see them go;" (b) "It was disappointing to go through the whole process and lose members of two units. The animosity that was created is going to take a long time to heal".

Finally, varied perceptions related to **democratic processes** had enormous impact on the three-year effort and need thoughtful attention. Genuine and deeply held disparate views concerning the relative openness of the process, the possibilities for substantial involvement and the effort to democratize the College were evident throughout the three years of planning. These basic tenets of democratic processes were articulated in some way by every informant. Representational comments from those who believed that they participated in an open and democratic process were:

> I detected an openness on the front end and that was certainly the way those meetings were run.

> The Dean was a member of the Implementation Team. He never spoke first, never colored deliberations. If he entered the conversation it was at the end. He did not manipulate the proceedings.
>
> The undemocratic charge was inaccurate and unfair.
>
> It is important for people to know that faculty were given ample opportunity to give input, to make proposals, to suggest implementation. I don't think we could have had a more open process although faculty will swear that the Dean had a plan, he had a design. I resented the constant harping that the plan was imposed on a reluctant faculty -- the myth continues. As a member of the planning team I can frankly say that the Dean had no plan! The only firm commitment he had was more collaboration among the faculty. The plan came from the faculty. He took a bum rap as did the committee because it indicated that we were just his puppets doing his will.
>
> All decisions were put into the hands of the Faculty Council. There have been a lot of hard times, but everything was on the table.

Informants who believed that the process was closed and undemocratic commented that

> There were not a lot of democratic processes put into place. A small group of people manipulated the process.
>
> I believe that we now have a dictatorship.
>
> The faculty have been manipulated.
>
> There was a failure to truly involve all from the very beginning, though that was espoused.
>
> Peripheral involvement just does not work. I don't doubt for a moment that the select group who wrote the document thought that they were truly involving everyone, but deep and extended involvement just did not happen. This breeds suspicion.

A telling comment provided by one informant offers food for thought: "People went to extraordinary efforts to get people involved, but some people did not perceive that as being the case." What factors contributed to these differing perceptions? Partial explanations emerging from the data are:

1. The first six years of change after the Dean's arrival in 1983 tended to be "top-down."

The Dean's approach to the restructuring process was a dramatic departure from what was before. One informant stated that:

> When the Dean came in he was heavy handed -- he never let off the pressure -- "Do this!" "When are we going to do this?" "Has this been done?" "Where is it?" The top-down phase was like that. This process has not been like that at all. I give him credit for being

> very active but yielding to the faculty vote. This has been a much more collegial process. Having worked with the Dean for many years, I was surprised at how hands-off he was. He truly was sincere in wanting it to be a grass-roots effort.

It is difficult to view people in new ways without some effort and close examination to what is happening in the present. The Dean had been perceived in one way for a number of years and some did not make the necessary leap to see him anew as he participated in the restructuring process.

2. There was little discontent during the work of study groups as large numbers of faculty were involved in relevant and critical decisions. Once the study groups' work ended and turned over to the steering committee, discontent began to emerge. Yes, the steering committee went to some effort to keep others informed; the meetings were open, files were available for examination, newsletters documented progress, and steering committee members made special effort to engage colleagues. So what was it that created discontent? Could it be that after the heady experience of full involvement, it was difficult to "give over" to a very small and select group? When people say they were not involved, therefore, perhaps they meant that they were not the ones actually in the planning office hammering out the document, fully present to the emerging plan. I have no suggestions as to how it could be done differently; writing is difficult in small groups, and almost impossible in large groups. For other colleges considering such efforts, however, it may be worthwhile to think about ways to maintain full involvement.

Another telling comment had to do with an informant's belief that there were ample formal invitations to participate, but that some faculty were not approached personally by key people and engaged in ongoing dialogue. This raises a question related to human agency. Are higher education faculty so caught up in hierarchical patterns of thinking that they do not perceive of themselves as persons who have the right and ability to be proactive, to become engaged on their own volition? Are we always to be caught up in the mythical "they" that keeps us in a certain place, a place often defined by us?

3. In thinking about democratic choices, it is difficult to separate my own experiences in higher education from the experiences of participants in this restructuring process. I have worked

in settings where there would have been no thought given as to whether one would become involved if a restructuring process was in place, regardless of one's tenure status. The fact that faculty entered or did not enter the process for a variety of reasons and in a variety of ways indicates to me that there must have been some sense of a democratic climate in place, that there was some choice of the ends participants pursued and the means to reach them (Gibboney, 1994). The clashing views relating to the democratic nature of reform at this institution supports Tierney's (1991) position that a primary avenue for further research will be that which extends awareness of how institutional participants engage in democratic practices:

> Our understanding of ideology in organizations also remains incomplete. We need a clearer analysis, for example, of what are positive and negative ideological moments. We need to have a clearer idea of how ideological change takes place and what occurs when cultural practices diverge from institutional ideologies. p. 56

BUILDING COMMUNITY

Damrosch (1995) argues in favor of the initiatives generated by the College of Education at The University of Tennessee, Knoxville, citing Dewey's position that fragmented curriculum and disciplinary nationalism contribute to "the isolation of social groups and classes" (p. 7). Damrosch asks "What would need to change for scholars simply to listen better to one another" (p.16)? He suggests that discussion is the most basic form of collaboration. Efforts to form a communicative College whose members crossed disciplinary boundaries were central to the restructuring process at Tennessee. The primary future challenge of the "New College" will be to foster continuing dialogue as new units solidify and engage in the work of curricula and scholarship unique to their purpose. How will the Inclusive Early Childhood Unit, for example, remain connected and engaged with other units as members work to prepare a group of 30 interns in a self-contained unit? How can the body of the "New College" resist from becoming again what Damrosch describes as a "series of individual faculty entrepreneurs held together by a common grievance over parking" (p. 56)?

The difficulty involved in an effort to create something new within current bureaucratic systems, steeped in tradition, cannot be overstated. In other words, in Santayana's analogy, enough scholarly polyps all growing in the same direction can form a new outgrowth on the reef, but a new layer of polyps will rarely change the underlying structure of the reef as a whole; and it would be a rare polyp that could persuade its companions to reconsider the question of polyphood itself (Damrosch 1995, p. 66). The seriousness of the impact that university decisions have on renewal and reform efforts was evident in this study. The lack of attention to space when unit members were to move closer to their colleagues almost sabotaged the work of three years. It became evident that attention to personal space was critical to the well being of faculty members. A particularly difficult moment arose at the time that this paper was being written. The university discovered an eight million dollar budget shortfall and immediately canceled three Dean searches on campus, one of which was the College of Education. The cancellation came at a most critical juncture of continuing renewal. Faculty were not warned or involved in this announcement. In fact, the search committee was ready with a list of candidates to be forwarded to the Chancellor when it was mandated that the Dean's search be canceled and that an interim Dean would be appointed for a period up to three years. Though higher administration personnel were supportive of reform efforts and two, in particular, were actively involved at difficult moments, their personal ideologies and positions could not supersede systemic polices and structures that impacted the work in the College of Education.

Margaret Wheatley (1994) presents readers with a lovely analysis of organizational structures positioned in what physicists now know about continuous renewal in living systems. New science, Wheatley believes, is leading a movement toward holism, connections that honor a longing for community, meaning, and dignity in a lived life. Wheatley argues that the true nature of organizations, as with all living systems, is a "landscape of openness, of structures that come and go, of bearings gained not from the rigid artifacts of organization charts and job descriptions, but from directions arising out of a deep, natural process of growth and self-renewal" (p. 21).

I find it remarkable that a College of Education would attempt to open the landscape, to allow structures to come and go, and to frame an effort in which participants hoped for "growth and self-renewal". Considering my own experiences in higher education, I find it remarkable that this College did reframe the structure in which they live and did it in three years, and did begin to create possibilities to build connections and talk with one another. The Dean who facilitated this movement identifies with Wheatley's (1994) position that "We must live with the strange and the bizarre, even as we climb stairs that we want to bring us to a clear vantage point. Every step requires that we stay comfortable with uncertainty, and confident of confusion's role" (p. 151). The Dean operates from a philosophical position that "we will invent more visible ways of doing business as we do them. We'll find out how it works when it works. When we discover the glitches, we will fix them". Again, he is supported by Wheatley:

> Those who have used music metaphors in describing leadership, particularly jazz metaphors, are on a quantum track. Improvisation is the saving skill. As leaders, we play a crucial role in selecting the melody, setting the tempo, establishing the key, and inviting the players. But that is all we can do. The music comes from something we cannot direct, from a unified whole created among the players – a relational holism that transcends separateness. In the end, when it works, we sit back, amazed and grateful. (p. 44)

FINAL OBSERVATIONS

Are there lessons to be learned from the experiences of the participants in this study that can be translated to other restructuring efforts? A few fairly simple observations come to mind.

1. Each restructuring effort will need to be understood within a particular historical and cultural context.

2. Human needs cannot be discounted. In fact, those needs probably should be considered first. Meeting human needs is everyone's responsibility. Administrators need to think about the impact decisions have on participants and faculty need to remember that their behavior impacts colleagues as well as administrators. Taking care of each other is such a simple idea but so difficult to do. Care needs to be given across hierarchical lines -- from Dean to faculty, from

faculty to Dean, from students to faculty, and faculty to students, from staff to administrators and faculty to staff, etc.

3. Change and reform is indeed very hard in current university structures. Is it worth the effort, even if the change is not long lasting? Tyack and Cuban (1995) believe that it is. When analyzing reform movements in public schools they determined that: "even if the reforms gradually faded, participants questioned in basic ways what they were doing and were energized by collaboration with colleagues. What they learned still remained part of their potential teaching repertoire when their schools returned to more conventional patterns" (p. 108-109). The membership of the College studied here did question the "basic way they were doing" and were "energized by collaboration with their colleagues". It can only be assumed that what they learned will remain part of their potential repertoire.

4. Aspects of this story need detailed examination and careful analysis. One of those I constantly wonder about is the enormous commitment of time, energy, and intellectual thought on the part of more than a few who participated in the restructuring process. What was it about the culture that was, or that developed through the process, that warranted such commitment? Again, my own personal experience is one in which faculty are extremely protective of the proper number of hours they are to teach or serve. And yet, in this instance many worked weekends, vacations, and evenings over a number of years as they attempted to create this new conception of university life. Data revealed only two occasions when certain people were given release time. What about all of the other times that were not part of a contract, or extra funding, or granted release time? This question needs further thought.

5. It would be interesting to explore the data for the purpose of examining this question: "In what ways did particular world views enhance or make miserable the process of restructuring?" In other words, if one is positioned in a positivist framework where one prefers finite structures and articulated plans in the beginning, where there are no surprises, would some of the conflict have been alleviated? On the other hand, if one is positioned in a more interpretive, process oriented framework, did the way this restructuring process emerge allow for real excitement and

joy in the process? Is there a way to accommodate both world views in an effort to create the unknown?

6. A follow-up study within the next year or two at this College for the purpose of examining what the new units have accomplished would serve the educational community well. Were members of this College successful in creating new and innovative learning environments for themselves and their students; new governance structures; new spaces for artistic and creative expressions?

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APPENDICES

Appendix 1

Implementation Procedures

Pages 47-50

Planning a New Future: The College of Education

The University of Tennessee, Knoxville

July 1993

Implementation

This document includes goal statements throughout as a foundation for and guide to implementation. These goals have emerged from the ideas gathered through the work of the study groups and are consistent with faculty visions of a new college. They represent a commitment to the five guiding principles presented in the introductory section of this document. As the faculty review these goals, not all will agree on every goal or its priority for the College. We do hope that each finds something representative of his/her visions.

The next phase of the planning process will involve the development of an implementation plan. It may be possible to implement some goals immediately, while others may lack sufficient definition at this time. Some goals represent relatively straightforward ideas while others will require considerable time to evolve.

This section outlines a transition process for structural reorganization. The transition process will insure that groups can be formally recognized early in the upcoming year, yet also allows for more time and discussion for the creation of other groups. While this process does not alter the integrity of any of our majors or programs of study, it should create an environment that supports, honors, and fosters collaboration. During the next year of the planning process, the College will need plans of action to accompany many of our goals. The Steering Committee will facilitate this process.

Implementation Process for the Creation of New Units and Interdisciplinary Teams

Faculty from all program areas in the College will begin the process of developing new units and interdisciplinary teams during the fall 1992 semester. Several of these units and teams should be in place by the end of the 1992-93 academic year.

Thus far in the planning process, considerable collaboration and conversation among faculty have occurred. **This must continue.** An environment will exist in the College that supports open dialogue about new units and interdisciplinary teams. There should be no impediments to free and open discussions. No person needs to be granted permission to talk with anyone. The steps in the implementation process call for orderly progression in the consideration of ideas that emerge. The goals and other related criteria are embedded in the formation of units and interdisciplinary teams.

Transition Process

1. Faculty will receive the plan at the beginning of the fall semester. The Steering Committee will make a presentation of the plan during the September 2 faculty meeting.

2. The Steering Committee will present the plan at a National Symposium on Redesigning Schools of Education on September 9-11 to share ideas and receive feedback.

3. The Faculty Council will be asked to increase the membership of the Steering Committee.

4. The Faculty Council will meet to consider the plan and to work with the

Steering Committee to formulate processes (i.e. faculty forums) to facilitate further faculty input.

5. The process for initiating proposals for units and interdisciplinary teams will begin by placing a large bulletin board on the wall near the Claxton Education Building entrance and another one in the HPER building. Faculty should post meeting dates and times, statements of ongoing ideas from the working groups, etc. The New College Planning Office will maintain an electronic bulletin board. The process for initiating proposals will be an open dialogue involving all faculty.

6. The New College newsletter will communicate composite information regarding the work related to the initiation of proposals, as suggested in No. 5 above.

7. The Faculty Council, in consultation with the Dean, will establish an Implementation Team to receive initial proposals for units and interdisciplinary teams during the spring semester 1993. (See "Questions to be Addressed in Writing Proposals.")

8. The Implementation Team will assemble review teams drawn from College of Education faculty, other University faculty and personnel, and practitioners in community, school, and corporate settings.

9. To assist with proposal development, review teams will provide feedback to the Implementation Team on proposals. If revisions are necessary, the Implementation Team will communicate that information to the initiators of the proposal. The initiators will have an opportunity to resubmit the proposal.

10. The Implementation Team will make recommendations to the Faculty Council regarding approval to form units and interdisciplinary teams.

11. The Faculty Council will make recommendations to the Dean, who will forward his/her recommendations (along with those from Faculty Council) regarding the formation of units and interdisciplinary teams to the UTK Chancellor.

12. A College Senate will replace the Faculty Council by fall semester 1993. The Senate will include the ~~chair~~ head of each unit, an elected representative from each unit, and the Dean of the College.

13. The implementation of all facets of the plan for the College will occur in close collaboration with the UTK Chancellor's Office.

Questions to be Addressed in Writing Proposals for New Units

Proposals may include plans for:

- Units which represent new configurations of programs and personnel
- Units which represent continuation of existing configurations of programs and personnel

General Principles to Guide Formation of Proposals and Units

Each proposal should address the following sections (all questions must be answered). The proposal should be no longer than fifteen double-spaced, numbered pages.

1. Proposals should be prepared according to the "Proposal Format" section of this document.

2. All units should prepare goals that are consistent with University and College goals. To assist with this task, a document, *Goals of The University of Tennessee, Knoxville and the College of Education,* has been prepared. Copies of this document will be available in the College Planning Office. Units are not expected to address all goals of the University or the College. The University and College goals provide a context

in which unit goals and program goals should be formed.

Unit goals will be evaluated in terms of their support of University and College goals and their adherence to the five commitments which emerged as those which should guide the development of the College. Proposals should contain goals for units and programs which are in harmony with the five commitments.

3. An Implementation Committee will be appointed to review proposals.

4. After the Implementation Committee has completed its review of proposals, the Committee will forward its recommendations to the full Faculty Council. The Council will make recommendations to the Dean who will forward his/her recommendations and the Faculty Council's recommendations to the University of Tennessee, Knoxville, Chancellor.

Proposal Format

Each proposal should address the following sections (all questions must be answered).

I. Statement of Purpose

What is the purpose of this unit?

What is the rationale for the unit?

Who are the clients to be served by the unit, how many are projected, and what are the projected needs of prospective employers of such clients?

What licensure, certification, and/or degree programs are tied to this unit?

What courses of study will generate FTE's for this unit?

What service courses will be offered by this unit?

What is the unit's basis of identity?

II. Goals

What are the major goals of the proposed unit?

area within the unit?

How do the goals of the unit and the programs relate to the five commitments which are guiding the development of the College?

III. Participants

Identify faculty by name who will be members of this unit.

Identify additional personnel by FTE (adjunct, clinical, clerical, GTAs, etc.) who will be members of this unit.

What program areas are represented in the unit?

What is the gender and ethnic makeup of the faculty and other members involved in the proposed unit? (See "Culture of the College" and the "Faculty Composition" sections, *Planning a New Future*.)

IV. Statement of College Contribution

How will the unit contribute to the achievement of the mission and goals of the College and University?

How does the unit meet the College's five major commitments?

The commitments are:

- Excellence in Scholarship
- Leadership Role in Education
- Commitment to Social Justice
- Innovative Instructional Excellence
- Collaborative Partnerships among Faculty, Students, and Practitioners

V. Principles of Association

The unit's principles of association must be a part of the proposal. The principles of association answer the following questions:

What are the commitments and responsibilities of the members of the unit?

How will the unit be governed?

How will the unit incorporate broad participation in its governance structure (adjunct and clinical faculty, staff, stu-

REVIEW CRITERIA

The following criteria will be used to make judgments about unit proposals:

- Unit supports five College commitments
- Unit supports College goals
- Unit supports University goals
- Unit demonstrates cost effectiveness
- Unit demonstrates a commitment to quality

Questions to be Addressed in Writing Proposals for New Interdisciplinary Teams

Each proposal should address the following sections (all questions must be answered). The proposal should be no longer than ten double-spaced pages.

I. Statement of Purpose

What is the purpose of this interdisciplinary team? What is the research, service, or developmental activity to be undertaken by the team? (Refer to the "Structure and Governance" section.)

II. Goals

What are the major goals of the interdisciplinary team? What are the desired outcomes of the team's work? (Refer to the goal statements following the various sections of the documents.)

III. Participants

Who are the participants in the team? What program areas and units are represented in the team?

IV. Statement of College Contribution

How will the unit contribute to the achievement of the mission and goals of the College? Describe the scholarship/research component of this interdisciplinary team. (Refer to the "Mission" and "Structure and

V. Interdisciplinary Team Principles of Association

The team's principles of association must be part of the proposal. The principles of association answer the following questions: What are the commitments and responsibilities of the faculty within the team? (For further explanation of principles of association, refer to the "Structure and Governance" section of this document.)

VI. Schedule

When do you propose to begin the work of the team? How long do you propose that the interdisciplinary team will function?

Amendments to the Planning Document

The planning document is meant to be a guide to College planning and may need modification and refinement as the planning process continues. The Faculty Council, following procedures prescribed in its bylaws, will be responsible for considering and making such amendments until a College Senate is in place.

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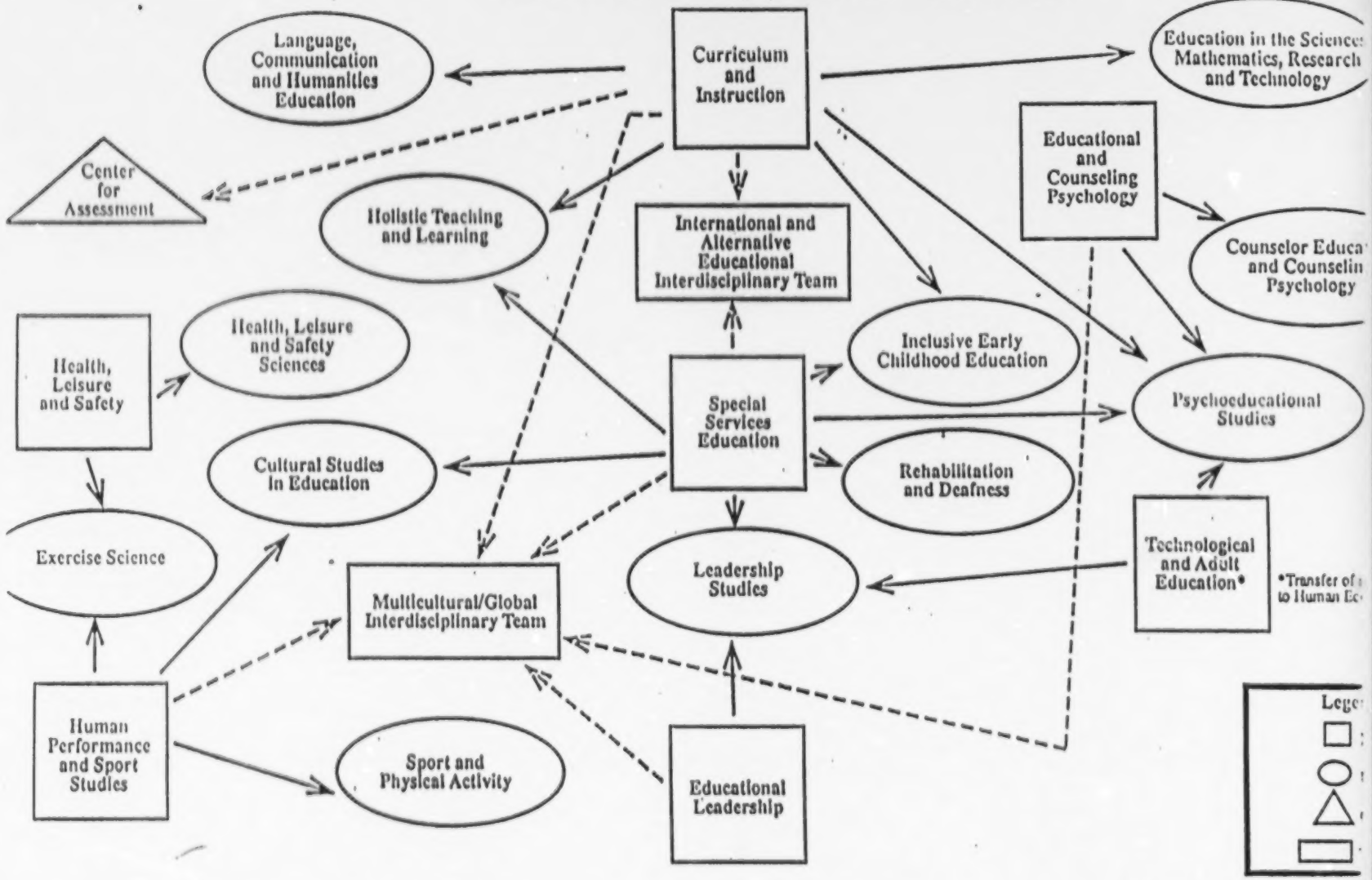
Appendix 2

Transition of Departments into Units

Transition of Departments into Units



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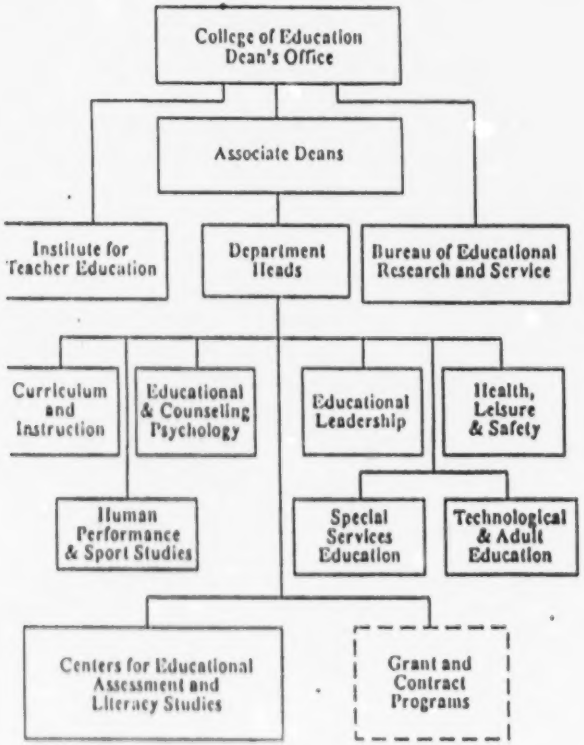
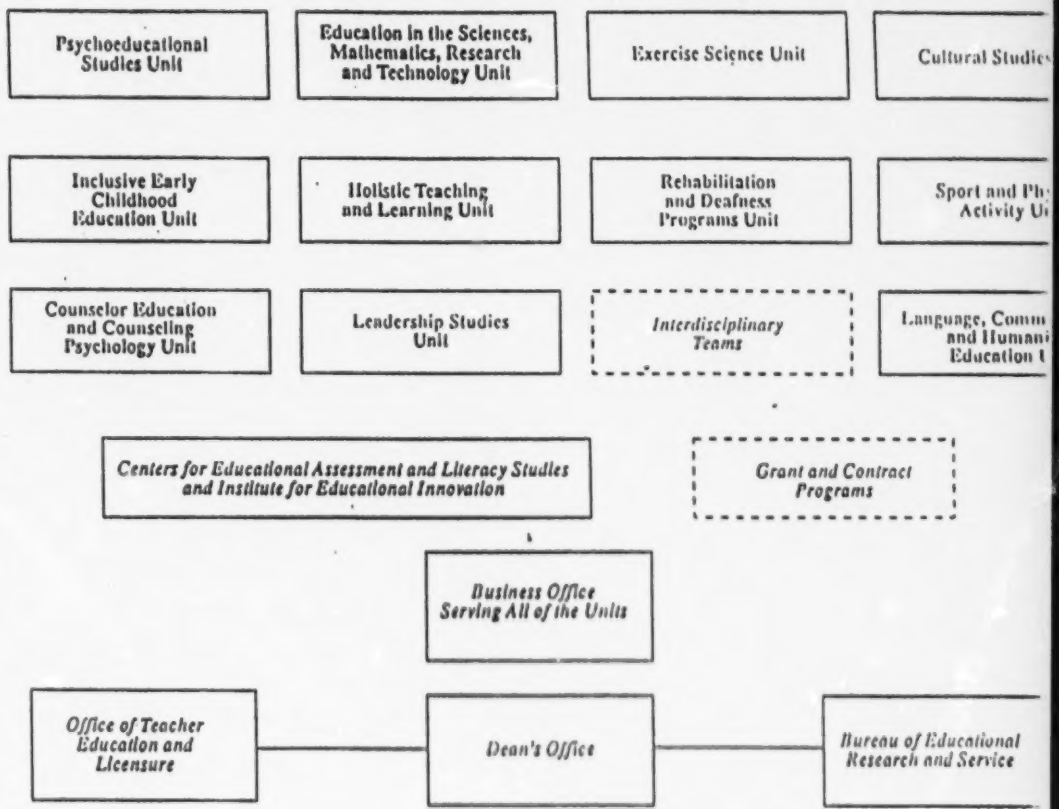
Appendix 3

Proposed "New" College of Education

Current College of Education



Proposed College of Education


Psychoeducational Studies Unit
Education in the Sciences, Mathematics, Research and Technology Unit
Exercise Science Unit
Cultural Studies
Inclusive Early Childhood Education Unit
Holistic Teaching and Learning Unit
Rehabilitation and Deafness Programs Unit
Sport and Physical Activity Unit
Counselor Education and Counseling Psychology Unit
Leadership Studies Unit
Interdisciplinary Teams
Language, Communication and Humanistic Education Unit
Centers for Educational Assessment and Literacy Studies and Institute for Educational Innovation
Grant and Contract Programs
Business Office Serving All of the Units
Office of Teacher Education and Licensure
Dean's Office
Bureau of Educational Research and Service

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Appendix 4

Methodology

Methodology

The methodology employed in this study is based on phenomenological philosophy which posits that experience can only be understood within the immediate context. "Lived experience is the starting point and end point of phenomenological research" (Van Manen, 1990, p. 36). Data collection relies on in-depth interviews where the experience becomes a dialogue between persons. The subjects are no longer "subjects" but become co-participants. They are actors intimately involved in describing their experiences, they are not objects who are passive recipients of a researcher's agenda. Interviews, therefore, are open-ended and unstructured, sometimes lasting for several hours. Sometimes, as in the research planned here, it is necessary to go back into the interview setting several times as the phenomena under study is explored in ever greater detail (Giorgi, 1985; Kvale, 1983; Pollio, 1992; Polkinghorne, 1989; Van Manen, 1990).

Data for this study included interviews with 40 students, faculty, staff, administrators within the College of Education; and two deans and five higher administration personnel without the College. These interviews were conducted during the summer of 1994, and were recorded and transcribed for analysis purposes. Archival data that were housed in the planning office for the new college were made available to the researcher, and included letters, documents, audio recordings of forums, position papers, and unit proposals.